

## **Britishness And Diversity Understanding Society**

This book engages with important debates about multicultural British identities at a time when schools are expected to promote Fundamental British Values. It provides valuable insight into the need to investigate fluid and evolving identities in the classroom. What are the implications of Britishness exploration on young people's relationships with and within multicultural Britain? What are the complexities of teaching and learning Britishness? Emphasis on student voice, respectful and caring dialogue, and collaborative communication can lead to meaningful reflections. Teachers often require guidance though when teaching about multicultural Britain. The book argues that when students have safe spaces to share stories, schools can become critical sites of opportunity for reflection, resistance and hopeful futures. Foreword by Professor Vini Lander

Debates in History Teaching encourages teachers to engage with and reflect on key issues, concepts and debates in their subject. It supports you in reaching your own informed judgements, enabling you to discuss and argue your point of view with deeper theoretical knowledge and understanding. Experts in the field consider the subject and its definition, perennial and new debates in the subject, the knowledge required to teach in the classroom, the philosophy of education and the subject, and the case for the subject in the curriculum.

This book concerns the challenges and tensions rising from mass migration flows, unbalanced north-south and east-west relations and the increasing multicultural nature of society. The scope of the book's theme is global, addressing diversity and identity, intercultural encounters and conflict, and the interrogations of a new socio-political order or paradigm. Thus, it highlights some of the most poignant and challenging outcomes of cultural diversity faced more or less palpably by everyone everywhere in today's societies. The book's theme of multi- and pluriculturality is of particular current interest in the academic, socio-political, economic and entrepreneurial spheres. It covers Western and non-Western perspectives, representing a valuable resource in terms of international dialogue and experimentation. The chapters are complimentary, completing a rigorous theoretical framework offering detailed presentation and analysis of the phenomenon of diversity as encountered in society and the educational setting and at large viewed in a multidisciplinary multiperspective fashion. Among the theories and concepts represented are those intrinsic to sociology, psychology, political science, economics, history, literature, pedagogy, communication and linguistics.

A monograph analysing the symbolic role played by contemporary fiction in the break-up of political and cultural consensus in British public life.

How immigrants and locals can thrive together

Civil Enculturation

Race, Ethnicity and Social Theory

## Core Concepts, Policy and Practice

### Britain and the Muslim World

#### Britishness

#### Advancing Race and Ethnicity in Education

The terrorist attacks in the USA and UK on 9/11 and 7/7, and subsequent media coverage, have resulted in a heightened awareness of extremists and terrorists. Should educators be exploring terrorism and extremism within their classrooms? If so, what should they be teaching, and how? Dianne Gereluk draws together the diverging opinions surrounding these debates, exploring and critiquing the justifications used for why these issues should be addressed in schools. She goes on to consider the ways in which educators should teach these topics, providing practical suggestions. *Education, Extremism and Terrorism* is essential reading for undergraduate and postgraduate education students looking to engage with the philosophical, sociological and political issues that are central to this debate.

Jon Stratton provides a pioneering work on Jews as a racialized group in the popular music of America, Britain and Australia during the twentieth and early twenty-first centuries. Rather than taking a narrative, historical approach the book consists of a number of case studies, looking at the American, British and Australian music industries. Stratton's primary motivation is to uncover how the racialized positioning of Jews, which was sometimes similar but often different in each of the societies under consideration, affected the kinds of music with which Jews have become involved. Stratton explores race as a cultural construction and continues discussions undertaken in Jewish Studies concerning the racialization of the Jews and the stereotyping of Jews in order to present an in-depth and critical understanding of Jews, race and popular music.

This book examines how new dimensions of diversity and difference, so often debated in the national context, are emerging at the neighbourhood level.

In light of the recommendations of the Crick report on citizenship education ('Education for citizenship and the teaching of democracy' which can be downloaded at [http://www.qca.org.uk/downloads/6123\\_crick\\_report\\_1998.pdf](http://www.qca.org.uk/downloads/6123_crick_report_1998.pdf)) published in September 1998, the subject was introduced into the school curriculum in 2002, on a compulsory basis for secondary schools and as part of the non-statutory framework for primary schools. The Committee's report assesses the progress made during the last four years to deliver quality citizenship programmes and examines the barriers that exist to its successful implementation. It finds that, when well done, citizenship education motivates and inspires young people, but the quality and extent of these programmes are still inconsistent across the country. This patchiness needs to be tackled head-on, and progress accelerated, requiring strong support from the DfES and Ministers as well as action from those on the ground. The Committee welcomes the Government's decision to accept the recommendations of the report by Sir Keith Ajegbo which highlighted the need for citizenship curriculum to have a closer focus on issues of identity, diversity and belonging. More can be done to disseminate between settings good practice information about approaches that are working in other institutions, particularly in relation to 'whole-school' (or college) approaches that develop opportunities for active citizenship, although it is essential that programmes are locally-owned and relevant to the particular context. The development of the workforce is also important to the success of citizenship education, and although the expansion of the Continuing Professional Development (CPD) citizenship certificate programme is welcome, more resources are needed to develop capacity in initial teacher training places for citizenship education.

#### Islam and the Liberal State

Diversity, Intercultural Encounters, and Education

EBOOK: Diversity, Difference and Dilemmas: Analysing concepts and developing skills

What Should be Taught in Citizenship Education and Why

A Toolkit for Cross-cultural Co-operation

Nation-state, Schools and Ethnic Difference in Four European Countries

Learning and Teaching British Values

*The British state between the mid-seventeenth century to the early twentieth century was essentially a Christian state. Christianity permeated society, defining the rites of passage - baptism, first communion, marriage and burial - that shaped individual lives, providing a sense of continuity between past, present and future generations, and informing social institutions and voluntary associations. Yet this religious conception of state and society was also the source of conflict. The Restoration of the monarchy in 1660 brought limited toleration for Protestant Dissenters, who felt unable to worship in the established Church, and there were challenges to faith raised by biblical and historical scholarship, science, moral questioning and social dislocations and unrest. This book brings together a distinguished team of authors who explore the interactions of religion, politics and culture that shaped and defined modern Britain. They consider expressions of civic consciousness in the expanding towns and cities, the growth of Welsh national identity, movements for popular education and temperance reform, and the influence of organised sport, popular journalism, and historical writing in defining national life. Most importantly, the contributors highlight the vital role of religious faith and religious institutions in the understanding of the modern British state.*

*Virtues in the Public Sphere features seventeen chapters by experts from a variety of different perspectives on the broad theme of virtue in the public sphere. Spanning issues such as the notion of civic friendship and civic virtue, it sheds light on the role that these virtues play in the public sphere and their importance in safeguarding communities from the threats of a lack of concern for truth, poor leadership, charlatanism, and bigotry. This book highlights the theoretical complexity of putting virtue ethics into practice in the public domain at a time when it has been shaken by unpredictable political, social, technological, and cultural developments. With contributions from internationally acclaimed scholars in the fields of philosophy, psychology, sociology, and education, this book highlights the main issues, both theoretical and practical, of putting virtue ethics into practice in the public domain. Split into three sections - "Virtues and vices in the public sphere", "Civic friendship and virtue", and "Perspectives on virtue and the public sphere" - the chapters offer a timely commentary on the roles that virtues have to play in the public sphere. This timely book will be of great interest to researchers, academics, and post-graduate students in the fields of education, character and virtue studies, and will also appeal to practitioners.*

*Jagdish S Gundara's own early experiences have given him unique insights into both the problems and the possibilities of relationships between cultures. His book reflects a life dedicated to fostering positive intercultural relations and provides an analysis of the role of education in overcoming the barriers. All who are interested in building genuinely inclusive notions of education and citizenship will benefit from reading this impressive book' - Geoff Whitty, Karl Mannheim Professor of Sociology of Education,*

*University of London Jagdish S Gundara raises a range of critical issues for educators as a consequence of historical and contemporary aspects of social diversity. Using a historical and social scie*

*Globalization, European integration, and migration are challenging national identities and changing education across Europe. The nation-state no longer serves as the sole locus of civic participation and identity formation, ceasing to have the influence it once had over the implementation of policies. Drawing on rich empirical data from four schools in Germany and Britain this groundbreaking book is the first study of its kind to examine how schools mediate government policies and create distinct educational contexts to shape youth identity negotiation and integration processes. Negotiating Political Identities will appeal to educationists, sociologists and political scientists whose work concerns issues of migration, identity, citizenship and ethnicity. It will also be an invaluable source of evidence for policymakers and professionals concerned with balancing cultural diversity and social cohesion in such a way as to promote more inclusive citizenship and educational policies in multiethnic, multifaith schools.*

*De-mystifying the Muslimah*

*Multiculturalism in Contemporary Britain*

*Religion, Identity and Conflict in Britain: From the Restoration to the Twentieth Century*

*Encyclopedia of Diversity in Education*

*Understanding perceptions of Muslims in the news*

*Policy, Law and Theory*

*Multiethnic Schools and Youth in Europe*

***Race, Ethnicity and Social Theory provides a critical analysis of the main areas of scholarly research and debate about racial and ethnic relations over the past few decades. The book covers substantive areas of scholarly debate in this fast-changing field, including race and social relations, identities and the construction of the racial other, feminism and race, the relationship between race and nationalism, antisemitism, the evolution of new forms of racism, race and political representation and, more generally, the changing debates about race and ethnicity in our global environment. The book argues that there is a need for more dialogue across national and conceptual boundaries about how to develop the theoretical tools needed to understand both the historical roots of contemporary forms of racialised social and political relations and the contemporary forms through which race is made and re-made. A key argument that runs through the book is the need to develop conceptual frameworks that can help us to make sense of the changing forms of racial and ethnic relations in contemporary societies. This means developing more dialogue across national research cultures as well as empirical research that seeks to engage with the key issues raised by contemporary theoretical debates. The book will be of interest to both students wanting to develop a deeper understanding of this area of scholarship and to researchers of race,***

**ethnicity and migration working in various national and disciplinary environments.**

**Winner of the Diversity, Inclusion and Equality Award at the Business Book Awards 2021 'Underpinned by scholarship...entertaining...Legrain's book fizzes with practical ideas.' The Economist 'The beauty of diversity is that innovation often comes about by serendipity. As Scott Page observed, one day in 1904, at the World Fair in St Louis, the ice cream vendor ran out of cups. Ernest Hami, a Syrian waffle vendor in the booth next door, rolled up some waffles to make cones - and the rest is history.' Filled with data, anecdotes and optimism, Them and Us is an endorsement of cultural differences at a time of acute national introspection. By every measure, from productivity to new perspectives, immigrants bring something beneficial to society. If patriotism means wanting the best for your country, we should be welcoming immigrants with open arms.**

**This book seeks to investigate how the pedagogic space of schools and classrooms has been defined by the UK government's counter-terrorism 'Prevent' strategy, most notably through the requirement on teachers not to undermine 'fundamental British values' as part of the Teachers Professional Standards. The term 'fundamental British values' migrated from Prevent to the statutory framework that regulates teacher professionalism and has effectively securitized education practice. The Prevent strategy was conceived in response to the 7/7 bombings in London by so-called 'home-grown' Muslim terrorists. The need for teachers to promote British values is an attempt to forge a cohesive British identity among young citizens within a multiracial, multicultural and multilingual society. However, as the chapters in this book illustrate, the state project to harness education to engender belonging - or as some would argue, civic nationalism - whilst simultaneously undertaking surveillance of children and young people from the Muslim community for signs of radicalization, has led to the perception of a hierarchy of citizens or, conversely, 'insider-outsider' citizens. The imperative to promote, and not undermine, fundamental British values has, in some instances, transformed the safe space of the classroom where children and young people's right to explore their perceptions of current affairs, citizenship and belonging has been curtailed for fear of surveillance by teachers who may interpret their utterances as either undermining British values or to be signs of radicalization. This book explores these dilemmas for teachers and the implications for their professionalism, and examines how racist nativism has pervaded society, educational policy and practice through the promotion of a Britishness perceived by many as a raced, classed and exclusionary discourse. This book was originally published as a special issue of the Journal of Education for Teaching.**

***This is a study into how the public discourse on migrant integration in the UK changed from 2000-2010. The book shows that the discursive construction of integration in the British public sphere shifted from one of cultural pluralism to one of neo-assimilation, informed by a wider spread of neo-liberalism that necessitates self-sufficiency and discourages state assistance. Situated within the Critical Discourse Studies tradition, the book employs a Discourse Historical approach to the data and includes innovative analysis combining 'top-down' (policy documents and media texts) and 'bottom-up' (focus groups with migrants and new citizens) sites of discourse production. In doing so, it provides a broad and detailed perspective of public discourse on integration in the UK. The book shows that understandings of 'integration' are diachronically and synchronically fluid and as such, the term plays an important role as a 'consensus concept' that different actors can support whilst construing it in different ways. Analysis of the data further reveals that integration is interdiscursively linked to other social fields, such as the economy, terrorism and public spending. The book also argues that integration policy has become directed not just at new migrants, but also long-term British citizens and that this has the potential to have considerable impact on community cohesion.***

***Countering Extremism in British Schools?***

***The Truth about the Birmingham Trojan Horse Affair***

***Virtues in the Public Sphere***

***Second Report of Session 2006-07 : Report, Together with Formal Minutes, Oral and Written Evidence***

***Debates in History Teaching***

***Scotland's Immigrant Communities since 1945***

***Islam in British media discourses***

This much-needed textbook combines historical and theoretical approaches to the issue of 'race' and ethnicity within welfare provision, including an examination of how minorities experience welfare in a range of service settings

Seven authors describe the controversial nature of patriotism and citizenship education in their country, basing their account and recommendations upon their philosophical understanding of education and schooling. Offers differing national perspectives on patriotism across the United States, South Africa, New Zealand, Australia, Japan and England Discusses varying accounts of how patriotism and citizenship education should be handled as part of the school curriculum Provides crucial insights into how schools handle social and political demands on controversial topics

Kish Bhatti-Sinclair is a Reader in Social Policy and Social Work and Head of Social Work Programmes at the University of Chichester. Kish is known for her work on social work, race and racism, including researching border controls and IT in the EU; globalization in relation to social work values, troubled families, and black and minority ethnic children in care; and inter-professional working in a culturally-appropriate way. Chris Smethurst is Head of the Department of Childhood, Social Work and Social Care at the University of Chichester. Chris previously worked in a range of social work and social care settings: in community work, youth work, residential child care, day services, and in learning disability and community mental health teams. This experience informed a keen interest in the impact of social attitudes on

social policy and on the day-to-day work of practitioners and organizations. How has the increasing diversity of service user groups transformed the practice of social work? Social workers are increasingly working in complex and diverse situations with a wide variety of groups including those disadvantaged by social class, race, ethnicity, disability, religion, culture, gender and sexual orientation. This book is therefore for social work professionals, students, academics and practice educators. The editors and authors draw on specialist knowledge, tools and methods regarding working with diversity to support the development of practice skills and behaviours along with positive attitudes. Readers are encouraged to analyse and reflect on dilemmas in social work arising from marginalisation and discrimination, while case studies and summaries highlight assumptions, stereotypes and labels faced by diverse service user groups such as Roma people, black and ethnic minority groups, and deafblind people. Topics covered include: • Diversity and difference • Inequality and social work • Cultural competence in social work practice • Being white and feeling guilty • Professional social work identities • Religion and spirituality \*\*\* This book forms part of the Social Work Skills in Practice series. The series focuses on key social work skills required for working with children and adult service users, families and carers. The books offer both theoretical and evidence-informed knowledge, alongside the application of skills relevant for day-to-day social work practice. They are an invaluable resource for pre-qualifying students, newly-qualified social workers, academics teaching and researching in the field, as well as social work practitioners, including practice educators, pursuing continuous professional development. This new edition of Education, Law and Diversity provides extensive updated analysis, from a legal perspective, of how the education system responds to social diversity and how the relevant social and cultural rights of individuals and groups are affected. It spans wide-ranging areas of school provision, including: types of school (including faith schools), the school curriculum, choice of school, out-of-school settings, and duties towards children with special needs and disabilities. It gives extensive coverage to children's rights in the context of education and includes considerable new material on issues including relationships and sex education, exclusion from school, home education, equal access, counter-extremism and academisation. The new edition also retains and updates areas of debate in the book, such as those concerned with multiculturalism and the position of religion in schools. It continues to focus on England but also makes reference to other jurisdictions within the UK and internationally. It is essential reading for anyone interested in the legal and related policy issues surrounding children's education today.

Negotiating Political Identities

Theory, History, Policy, Practice

A History

Constructions of Migrant Integration in British Public Discourse

Narratives of Community in the Black British Short Story

Citizenship in Diverse Societies

Understanding 'race' and Ethnicity

This timely collection focuses on domestic and international education research on race and ethnicity. As co-conveners of the British Education Research Associations (BERA) Special Education Group on Race and Ethnicity (2010-2013), Race and Lander are advocates for the promotion of race and ethnicity within education. With its unique structure and organisation of empirical material, this volume collates contributions from global specialists and fresh new voices to bring cutting-edge research and findings to a multi-disciplinary marker which includes education, sociology and political studies. The aim of this book is to promote and advocate a range of contemporary issues related to race, ethnicity and inclusion in relation to pedagogy, teaching and learning.

Is it possible, in a modern, pluralistic society, to promote common bonds of citizenship while at

the same time accommodating and showing respect for ethnocultural diversity? 'Citizenship' and 'diversity' have been two of the major topics of debate in both democratic politics and political theory over the past decade. Much has been written about the importance of citizenship, civic identities, and civic virtues for the functioning of liberal democracies, and the need to accommodate the ethnocultural, linguistic, and religious pluralism that is a fact of life in most modern states. By and large, however, these two topics have been largely discussed in mutual isolation. Much of the writing on the issues of both citizenship and diversity remains rather abstract and general and disconnected from the specific issues of public policy and institutional design. *Citizenship in Diverse Societies* examines the specific points of conflict and convergence between concerns for citizenship and diversity in democratic societies and reassesses and refines existing theories of 'diverse citizenship' by examining these theories in the light of actual practices and policies of pluralistic democracies.

Labour stands at a decisive point in its history. A change of leadership can help reinvigorate the party, but winning a fourth term of government will be impossible unless Labour's ideological position and policy outlook are thoroughly refurbished. What form should these innovations take?

A team of seven European academics report findings from a joint research project examining how the identifications of young people from post-migration backgrounds are contextually constructed, and what factors account for this process. Centered around the civil cultures of four Western European countries--The Netherlands, Britain, Germany, and France--the project investigates ways in which the school curricula, texts, and pedagogical practices serve to transmit the ideals and preferred styles inherent in each of the civil cultures to the next generation students. The experiences of Turkish students in the four countries are compared, offering valuable insights into the changing dynamics of nation-state civil cultures in multicultural societies. Annotation : 2004 Book News, Inc., Portland, OR (booknews.com).

Social Divisions 4 edition

New Scots

Community Cohesion in Crisis?

Inequality and Diversity in Britain

Postmodern Fiction and the Break-Up of Britain

Over to You, Mr Brown

Understanding British Values in Primary Schools

Perceptions of Muslim women in Western society have been shaped by historical and sociological conditions such as colonialism, patriarchy and Orientalism. In *Muslim Women in Britain*, Sariya Contractor seeks to reinstate the Muslimah as a storyteller who tells her own story. An exploration of the lives of British Muslim women, this book examines issues of femininity, Britishness, inter-communal relations and social cohesion. Presenting the reader with incisive narratives of Muslim women on familiar topics such as the hijab, Muslim women in the media and feminist debate, particularly in a Western context, Sariya Contractor makes a valuable contribution to the existing literature on Islamic studies, social anthropology, feminist philosophy and social cohesion. Presenting a complex and nuanced retelling of Muslim women's realities as explored through their own

voices, stories and experiences; this book will be of interest to scholars and students of Islamic studies, Women's studies, Social Anthropology and Sociology seeking a fresh perspective on Muslim women in Britain.

In 2014 an investigation into an alleged plot to 'Islamify' several state schools in Birmingham began. Known as the 'Trojan Horse' affair, this caused a previously highly successful school to be vilified. Holmwood, an expert witness in the professional misconduct cases brought against the teachers, and O'Toole, who researches the government's counter-extremism agenda, challenge the accepted narrative and draw on the potential parallel with the Hillsborough disaster to suggest a similar false narrative has taken hold of public debate. This important book highlights the major injustice inflicted on the teachers and shows how this affair was used to criticise multiculturalism, and justify the expansion of a broad and intrusive counter extremism agenda.

The authors examine the connections between cultural diversity, innovation and thriving, prosperous urban communities, in relation to the economic, social and cultural mix of Britain's population. They developed tools to harness the potential of diverse communities and their powers of innovation. These include a set of indicators of openness to check the readiness of a city to take advantage of diversity, and the intercultural lens through which professionals can examine the familiar in a new light. The study evaluated six aspects of local activity: Public consultation and engagement, Urban planning and development, Business and entrepreneurship, Schools, The arts and creative industries, Sport

Based on papers presented at an international three-day conference, sponsored by the British Academy and held at the Institute for Arab and Islamic Studies at the University of Exeter in April 2009, this collection of essays provides a comprehensive and accessible synthesis of the most advanced specialist and scholarly knowledge to date concerning historical perspectives on relations between Britain and the Muslim World. Ranging from the early-modern period to the present day, the essays collected here represent work by leading writers and scholars from relevant fields—history, international relations, economics, religion, law, art history and design, film studies, and sociology, as well as

literary and cultural studies. These essays explore the historical impacts of cross-cultural encounters between Islam and Britain by variously addressing the question of how relations between Britain and the Muslim world in the past have brought us to our current situation and, in some cases, by proposing directions for necessary further consideration and research.

Patriotism and Citizenship Education

Education, Law and Diversity

Policies and Perspectives on British Identities

"Jews, Race and Popular Music "

Interculturalism, Education and Inclusion

Schooling for One and All?

Muslim Women in Britain

Understanding Inclusion is a rich, comprehensive exploration of inclusion in education, challenge to think about being 'inclusive' in its broadest sense. It unpicks a wide range of complex theoretical issues that impact on educational practice, supporting educational professionals in helping learners understand difference as the norm, and not the exception. Underpinned by the latest discussion is brought to life through vignettes of real experiences and examples of practice of settings and across continents. Chapters consider crucial aspects of inclusion: Social inclusion, social class Global perspectives on culture and identity Aspirations and social mobility Relationships and sexual behaviours Gender equality and diversity Perceptions of ability and disability Barriers to learning Multilingualism in schools Religion and belief Restorative justice for inclusion Inclusion in the arts Teaching Assistants and inclusion The central role of leadership. Written by experts with extensive experience in a range of educational contexts, Understanding Inclusion is designed for those engaged in understanding the complexities of teaching and learning. With reflective and selected reading designed to support further study, it will be essential reading for students of Education Studies and related course, and pre- and in-service teachers.

The diversity education literature, both nationally and internationally, is broad and diffuse. Consequently, there needs to be a systematic and logical way to organize and present the research for students and professionals. American citizens need to understand the dynamic and increasingly diverse communities and institutions and the global world in which we live, work and learn. With continually evolving information on diversity policies, practices, and programs, it is important to have one place where students, scholars, teachers, and policymakers can examine and explore diversity policy, and practice issues and find answers to important questions about how diversity in education—enriched with theories, research and practices in other nations—are explained and communicated, and how they affect institutional change at both the K-12 and postsecondary levels. With about 700 signed entries with cross-references and recommended readings, the Encyclopedia of Diversity in Education (4 volumes, in both print and electronic formats) will present research, statistics, case studies, and best practices, policies, and programs at pre- and postsecondary levels. Diversity is a worldwide phenomenon, and while most of the entries in the Encyclopedia will focus on the United States, diversity issues and developments in nations around the world, including the United States, are intricately connected. Consequently, to illuminate the many aspects of diversity in education will contain entries from different nations in the world in order to illuminate the myriad aspects of diversity. From A-to-Z, this Encyclopedia will cover the full spectrum of diversity issues, including social class, gender, religion, language, exceptionality, and the global dimensions of diversity as they relate to education. This four-volume reference work will be the definitive reference for diversity issues in education in the United States and the world.

Narratives of Community in the Black British Short Story offers the first systematic study of short story writing, tracing its development from the 1950s to the present with a particular focus on contemporary short stories by Hanif Kureishi, Jackie Kay, Suhayl Saadi, Zadie Smith, and Hanif Kureishi. By combining a postcolonial framework of analysis with Jean-Luc Nancy's deconstructive philosophy of community, the book charts key tendencies in black British short fiction and explores how black writers use the short story form to combat deeply entrenched notions of community and offers non-essentialist alternatives across differences of ethnicity, culture, religion, and nationality. Media reporting on Islam and Muslims commonly relate stories about terrorism, violence, or lack of integration with western values and society. Yet there is little research into how non-Muslims with and are affected by these news reports. Inspired by the overtly negative coverage of Muslims by the mainstream press and the increase in Islamophobia across Europe, this book examines the influence of these depictions on the thoughts and actions of non-Muslims. Building on previous fieldwork interviews and focus groups, Laurens de Rooij argues that individuals negotiate media reports to fit their existing outlook on Islam and Muslims. Non-Muslim responses to these reports, she argues, are not only (re)productions of local and personal contextuality, but are co-dependent and productive to the reports themselves.

Understanding Inclusion

Citizenship Education

New Dimensions of Diversity and Difference

Essays in Honour of Keith Robbins

Historical Perspectives

Becoming British

Fundamental British Values

National identity and liberal democracy are recurrent themes in debates about Muslim minorities in the West. Britain is no exception, with politicians responding to claims about Muslims' lack of integration by mandating the promotion of 'fundamental British values' including 'democracy' and 'individual liberty'. This book engages with both these themes, addressing the lack of understanding about the character of British Islam and its relationship to the liberal state. It charts a gradual but decisive shift in British institutions concerned with Islamic education, Islamic law and Muslim representation since Muslims settled in the UK in large numbers in the 1950s. Based on empirical research including interviews undertaken over a ten-year period with Muslims, and analysis of public events organized by Islamic institutions, Stephen Jones challenges claims about the isolation of British Islamic organizations and shows that they have decisively shaped themselves around British public and institutional norms. He argues that this amounts to the building of a distinctive 'British Islam'. Using this narrative, the book makes the case for a variety of liberalism that is open to the expression of religious arguments in public and to associations between religious groups and the state. It also offers a powerful challenge to claims about the insularity of British Islamic institutions by showing how the national orientation of Islam called for by British policymakers is, in fact, already happening. The book uses this evidence to argue

that the incorporation of Muslim minorities enables democratic renewal, with national identification having a positive impact on cultural minorities and political dissent.

Revised, restructured and updated to reflect the latest data and debates, this new edition of the widely-used, classic textbook offers students an accessible account of the major social divisions that structure social life. Written by internationally known sociologists and experts, the book:

- addresses a wide range of social divisions and inequalities in novel ways, with added chapters on education and age;
- provides a framework for understanding contemporary social inequalities and diversities, and how they inter-relate;
- lends itself to teaching in a range of contexts with the potential to dip into particular chapters for different modules, or to use the book in a more extensive way for one particular module;
- features signposting through the material, as well as key points, discussion questions and selected further readings for each chapter.

This clearly-written volume presents a structured and critical guide to a core field that cuts across disciplines. It is an invaluable introduction and source book for students taking social inequalities and diversity modules in Sociology, Social Policy, Social Work, Education and Health Studies. The previous editions of this work was published by Palgrave Macmillan.

*Us and Them?* explores the distinction between migrant and citizen through using the concept of 'the community of value'. The challenges of migration go to the heart of equality, rights, freedom, and membership. These are not only matters for migrants but go to the heart of citizens' politics.

Looks at all aspects of the pivotal intellectual relationship between two key figures of the Enlightenment

Policy and practice

Citizenship in Britain

Citizenship, Civic Friendship and Duty

Them and Us

Perspectives on the British Question

The Dangerous Politics of Immigration Control

Cultural Diversity in Britain

Distinguished contributors from a range of disciplines explore the question of Britishness – past, present and future. A lively and authoritative discussion of an important, timely and contemporary issue Investigates how devolution has brought a new focus on the future of Britain and the nature of Britishness Discusses the challenge of a more diverse society, with the search for a basis of social cohesion and solidarity Examines Gordon Brown's Britishness project, with its aim of producing a statement of British values

An historical introduction to the varieties of citizenship in Britain, starting in the Middle Ages and bringing the story right up to the present day. Both the status and understanding of citizenship in practice and the theoretical and advisory writings on the subject are introduced, and their inter-relationships are explored. Organised chronologically, each chapter is divided

into sections in order to present the reader with different themes in a manageable form. The focus throughout is on accessibility, with no previous knowledge of the subject being assumed. Since 1945 the United Kingdom has changed from a polity that was overwhelmingly white, ethnically British, and Christian to one constituted by creeds, cultures, and communities drawn from all over the globe. The term 'multiculturalism' evokes these demographic changes, the policies and laws that arose as a result, and connected public debates. Political and public support for multiculturalism has been called into question in the new millennium, with British multiculturalism—and Britain itself—currently in a state of flux. This volume examines the policy, law, and political theory of multiculturalism in the British context, exploring how they inform each other. It covers topics such as national identity, immigration, integration, the welfare state, gender, freedom of religion, and human rights. It provides a deeper understanding of contemporary British multiculturalism in its various aspects, inexorably leading back to fundamental questions regarding the structure and purpose of the British polity. It also explores the connections between multiculturalism and current events, including Brexit, renewed calls for Scottish independence, and the broader rise of populism in the West. This book was originally published as a special issue of *Critical Review of International Social and Political Philosophy*, to which the editors have added a new concluding chapter.

Schools must actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. The Teachers' Standards make it clear that teachers themselves must do nothing to undermine these fundamental British Values. So how do schools and teachers provide educational experiences for primary aged children that explore and promote these values? This text provides trainees, teachers and schools with practice-based advice, informed by current practitioners, relating to the delivery of 'British Values'. The content covers many topical themes and provides a unique insight into delivering 'British Values' in schools. It supports educational professionals to understand their duties around the PREVENT agenda and goes further to explore why this is important. It helps trainees and teachers to see how these 'values' fit within the wider context of education and what we value as educators.

Education, Extremism and Terrorism

Us and Them?

National Identity and the Future of Muslim Britain

How Labour Can Win Again